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ABSTRACT

To determine the impact of preservice education on students qualifying for secondary certification and secondary teachers' perceived knowledge and attitudes and actual experiences related to P.L. 94-142 (The Education For All Handicapped Children Act), 114 students qualifying for secondary certification and 56 regular secondary classroom teachers completed questionnaires. Measures of central tendency, analyses of variance and Scheffe post hoc analyses were used to compare groups. Results indicated no significant differences between preservice students in secondary education and secondary teachers in perceived knowledge, attitudes, and actual experiences with the provisions and implications of P.L. 94-142. However, significant differences did exist between special education and the other four areas: health education, fine arts, vocational education, and general education. Findings indicated that preservice secondary students enter the profession with perceptions and experiences similar to secondary teachers in the field. It is concluded that university teacher preparation faculty and public school administrators need to address jointly the unique needs of mainstreaming handicapped students at the secondary level. (Author/CL)

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Secondary Education Teachers' Perceptions of Their Professional Role Regarding Implications of Public Law 94-142

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ABSTRACT

Public Law 94-142, The Education for All Handicapped Children Act of 1975, contains a provision that preservice and inservice training of personnel must be conducted to acquaint teachers with the mandates and provisions of the Law. The purpose of this study was to determine the impact of preservice education on students qualifying for secondary certification and secondary teachers' perceived knowledge and attitudes and actual experiences related to Public Law 94-142 for enhancing the student teaching experience.

A questionnaire was designed to assess perceived knowledge, attitudes, and actual experiences. The subjects were 114 students qualifying for secondary certification and 56 regular secondary classroom teachers. Measures of central tendency, analysis of variance and Scheffe post hoc analysis were used to compare groups.

Results indicate no significant differences between preservice students in secondary education and secondary teachers in perceived knowledge, attitudes and actual experiences with the provisions and implications of Public Law 94-142. However, significant differences do exist between special education and the other four areas: health education, fine arts, vocational education, and general education.

Findings indicate that preservice secondary students enter the profession with perceptions and experiences similar to secondary teachers in the field. University teacher preparation faculty and public school administrators need to address jointly the unique needs of mainstreaming handicapped students at the secondary level.

Secondary Education Teachers' Perceptions of
Their Professional Role Regarding Implications
of Public Law 94-142

The success in meeting the needs of handicapped children and adolescents in regular classrooms requires committed educators. Support for integration of the handicapped must go beyond the school districts' written policies and the mandates in state and federal law. Integration efforts must be accompanied by systematic procedures to foster the necessary knowledge, skills and attitudes both at the preservice and inservice levels in education. Turnbull and Schulz (1979) emphasize the teachers' rights and responsibilities to be prepared for the task.

Public Law 94-142, The Education for All Handicapped Children Act of 1975 contains a provision that preservice and in-service training of personnel must be conducted to acquaint teachers with the mandates and implications of the law. The State of Ohio standard for special education and The National Council for Accreditation of Teacher Education standard 2.1.1 Special Education became effective July 1, 1982. In these standards it is stated that "professional education programs should prepare all school personnel to contribute to the education of exceptional learners." In the 1980's teacher training programs need to be increasingly directed toward meeting these important professional obligations.

Deans' Grants were established at the federal and state levels to ensure that university personnel became well versed

in current educational policies and approaches. Integration of handicapped students was seen as requiring careful planning and preparation of preservice teachers if school districts were to have qualified and competent personnel. The College of Education at The Ohio State University has facilitated the implementation of concepts and experiences into all professional education programs through existing coursework and practica since 1980. With systematic planning of concepts and field experiences, it was anticipated that faculty, preservice students and teachers cooperating in preservice training would be concerned with the legal aspects of Public Law 94-142, rules and regulations, terminology and procedures for educating handicapped individuals. Data collection was viewed as essential to providing information necessary for evaluating the effect of preservice programming. This information would improve our abilities to educate all handicapped children.

The major purpose of this study was to answer the following questions:

1. What is the perceived level of knowledge of student teachers qualifying for secondary certification concerning Public Law 94-142?
2. What are the attitudes of student teachers qualifying for secondary certification concerning the mandates of Public Law 94-142?
3. What is the experience level of student teachers qualifying for secondary certification concerning

the implications for teaching as outlined in Public Law 94-142?

4. What is the perceived level of knowledge of secondary teachers concerning Public Law 94-142?
5. What are the attitudes of secondary teachers concerning the mandates of Public Law 94-142?
6. What is the experience level of secondary teachers concerning the implications for teaching handicapped children as outlined in Public Law 94-142?
7. What are the differences between student teachers and secondary teachers concerning Public Law 94-142 on the following variables:
   (a) perceived level of knowledge
   (b) attitudes
   (c) implications for teaching

METHODOLOGY

Sample

One hundred-fourteen preservice student teachers in education qualifying for secondary certification in Ohio and fifty-six cooperating teachers holding four year provisional certification at the secondary level in the Central Ohio area comprised the sample for the study. During spring quarter, 1982 at The Ohio State University, Deans' Grant staff surveyed all undergraduate student teachers and cooperating teachers. The Student Field-Experience Office personnel identified undergraduate students entering practica from the areas of fine arts,

vocational education, academic education, special education and health education at the secondary level. Twelve certification areas in secondary education were distinguished. Table I illustrates the number of respondents and secondary certification areas.

TABLE 1

SECONDARY EDUCATION RESPONDENTS

Areas	Preservice		Cooperating Teachers	
	No.	Percent	No.	Percent
General Education Foreign Languages Math & Science English	20	18	18	32
Vocational Education Industrial Arts Vocational Home Economics	36	40	23	41
Fine Arts Music Arts	33	28	5	9
Special Education Developmentally Handicapped	22	19	8	14
Related Services Health	3	3	2	4
Total	114	100	56	100

Design

The design of the study was descriptive correlational in nature. A survey was developed and data collected regarding preservice and cooperating secondary teachers' perceived levels of knowledge, experience, and attitudes toward provisions and implications of Public Law 94-142. The questionnaire was presented to undergraduates during the introductory seminar taken spring quarter in conjunction with the practica. Students were given an additional survey to present to their cooperating teachers and later return to University supervisors.

Instrumentation

Instrumentation was designed by the Deans' Grant staff after reviewing assessments used by other Deans' Grant Projects. The questionnaire was developed to ascertain perceived levels of knowledge, experience, and attitudes concerning Public Law 94-142 for meeting the needs of handicapped children in regular classrooms. The questionnaire consisted of three parts. Part I included seven areas of the Law and required the respondent to rate the level of knowledge on a five point scale from having no knowledge (1) to having extensive knowledge (5). Part 2 included the same seven areas asking the respondent to rate level of experience. Part 3 was designed to measure attitudes towards the competencies that teachers in regular classrooms should or should not possess and educational practices.

The validity of the instrument's content was reviewed and analyzed by selected staff members from the Departments

of Exceptional Children, Early and Middle Childhood and Agricultural Education at The Ohio State University. During the month of January 1982, the Deans' Grant Project staff pilot tested the instrument with twenty-eight (28) secondary student teachers and cooperating teachers from Agricultural Education. Information gathered from the pilot test was used to check clarity of instructions, appropriateness of questions and other factors which might affect response rate. Alpha coefficients of 86, 76, 93 for knowledge, experience and attitudes respectively were established by using chrombach Alpha.

RESULTS

Perceived Level of Knowledge

A perceived level of knowledge score for student teachers and cooperating teachers was computed by totaling the respondents' responses to seven questions. Each respondent rated their level of knowledge for each question according to the following scale: 1 = no knolwedge, 2 = inadequate knowledge, 3 = adequate knowledge, 4 = substantial knowledge, 5 = extensive knowledge. Table 2 indicates that 80 percent or more of the respondents in vocational education, general education, fine arts education and health education perceived themselves as having inadequate to no knowledge of the provisions outlined in Public Law 94-142. Eighty percent of the respondents in special education felt they had adequate knowledge of Public Law 94-142.

TABLE 2

PERCEIVED LEVEL OF KNOWLEDGE CONCERNING THE PROVISIONS OF PUBLIC LAW 94-142

Knowledge Score	Rating	Type of Education									
		Vocational Education		General Education		Fine Arts Education		Special Education		Health Education	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
7-9	No	10	16	5	13	10	26				
10-12	Knowledge	12	20	4	10	6	16.5				
13-15	Inadequate	16	28	9	23	6	16.5	2	10	2	40
16-18	Knowledge	12	20	17	45	9	23	2	10	2	40
19-21	Adequate	8	14	1	3	7	18	15	50		
22-24	Knowledge	1	2	2	6			11	30	1	20
25-27	Substantial										
28-30											
31-33	Extensive										
34-35	Knowledge										
Total		59	100	38	100	38	100	30	100	5	100

The data in Table 3 indicates a significant difference in knowledge scores between respondents in the five groups. The F ratio of 15.71 was significant at the .05 level. Since there is significant difference, post hoc analysis using the Tukey method was performed. Post hoc analysis revealed significant difference at the .05 level between Special Education and General Education; Special Education and Vocational Education; Special Education and Fine Arts Education. There was no significant difference between Special Education and Health Education. There was no significant interaction among the five educational areas.

Experiences

A perceived level of experience score for student teachers and cooperating teachers was computed by totaling the respondents answers to seven questions. Each respondent rated the perceived level of experience for each question according to the following scale: 1 = no experience, 2 = adequate experience, 3 = extensive experience. Table 4 shows that 80 percent or more of the respondents in vocational education, general education, fine arts education and health education perceive themselves as having no experience concerning the mandates of Public Law 94-142. As would be expected, a higher percent (53 percent) of the respondents in special education perceived themselves as having adequate to substantial experience.

Table 5 indicates a significant difference in experience scores for respondents in the five educational areas. The

TABLE 3

MEANS, STANDARD DEVIATIONS, AND ANALYSIS OF VARIANCE OF TEACHERS KNOWLEDGE BY TYPE OF EDUCATION AND TYPE OF TEACHER

pe of Education	Type of Teacher							
	Student Teacher			Cooperating Teacher			Row Total	
	no.	mean	SD	no.	mean	SD	no.	mean
cational Education	36	13.33	4.11	23	14.65	4.51	59	13.84
neral Education	20	14.85	3.95	18	15.00	4.14	[illegible]	14.92
ne Arts Education	33	13.94	4.49	5	10.80	7.26	38	13.53
ecial Education	22	19.95	2.68	8	21.75	0.71	30	20.43
alth Education	3	18.67	5.03	2	14.50	2.12	5	17.00
tal	114	15.19		56	15.43		170	15.27

urce of Variation	SS	DF	MS	F	Significance of F
tween					
pe of Education	1056.25	4	264.06	15.71	0.0001
pe of Teacher	4.01	1	4.01	0.24	0.63
pe of Education Type of Teacher	103.15	4	25.79	1.53	0.20
ror	2690.05	160	16.81		
al	3851.53	169	22.79		

TABLE 4

PERCEIVED EXPERIENCES SCORES FOR RESPONDENTS IN FIVE AREAS OF EDUCATION CONCERNING THE IMPLICATION OUTLINED IN PUBLIC LAW 94-142

Teaching Experience Scores	Rating	Type of Education									
		Vocational Education		General Education		Fine Arts Education		Special Education		Health Education	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
7-11	No Experience	43	80	37	97	34	89	14	47	5	100
12-16	Adequate Experience	10	17	1	3	4	11	10	33		
17-21	Substantial Experience	2	3					6	20		
Total		59	100	38	100	38	100	30	100	5	100

TABLE 5

MEANS, STANDARD DEVIATIONS AND ANALYSIS OF VARIANCE OF TEACHERS EXPERIENCE SCORE BY TYPE OF EDUCATION AND TYPE OF TEACHER

Type of Education	Type of Teacher							
	Student Teacher			Cooperating Teacher			Row Total	
	no.	mean	SD	no.	mean	SD	no.	mean
Vocational Education	36	9.00	2.40	23	8.17	4.59	59	8.68
General Education	20	6.90	2.61	18	4.39	4.20	38	5.71
Fine Arts Education	33	8.36	2.47	5	8.60	1.52	38	8.39
Special Education	22	11.73	4.37	8	12.00	11.17	30	11.80
Health Education	3	5.67	5.13	2	5.00	7.07	5	5.40
Total	114	8.89		56	7.43		170	8.41

Source of Variation	SS	DF	MS	F	Significance of F
Between					
Type of Education	623.71	4	155.93	9.32	0.0001
Type of Teacher	32.25	1	32.25	1.93	0.17
Type of Education by Type of Teacher	38.27	4	9.57	0.57	0.68
Error	2677.23	160	16.73		
Total	3410.98	169	20.23		

F ratio of 9.23 was significant at the .05 level. Post hoc analysis using the Scheffe test was performed. A significant difference was found between special education and the other four educational areas. There was no significant for the interactions among the five educational areas.

Attitudes

An attitude score for the participants in this study was calculated by totaling the respondents answers to 14 questions. Each respondent rated their attitude for each question on a five point Likert Scale: 1 = strongly disagree to 5 = strongly agree. Table 6 shows that teachers (student and cooperating) are basically unsure of the provisions outlined in Public Law 94-142. It's interesting to note that a little less than two-thirds of the special education respondents were in agreement.

Table 7 shows the means, standard deviations and analysis of variance for attitude scores of student teachers and cooperating teachers. A significant difference was found at the .05 level between the type of education and the type of teacher. Post hoc analysis using the Scheffe test again showed significant difference between special education and the other four educational areas. No significant interaction was found for the type of education and type of teacher.

CONCLUSIONS

Knowledge

- Over three-fourths of the respondents in vocational education, general education, fine arts education and

TABLE 6

ATTITUDE SCORES FOR RESPONDENTS IN THE FIVE AREAS OF EDUCATION CONCERNING THE IMPLICATIONS OF PUBLIC LAW 94-142

Attitude Scores	Rating	Type of Education									
		Vocational Education		General Education		Fine Arts Education		Special Education		Health Education	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
14-19 20-25	Strongly Disagree	1	2								
26-31 32-37	Disagree	3	4	1	3	2	5	1	3		
38-43 44-49	Unsure	8 32	14 52	8 18	21 47	5 19	13 50	3 8	10 27	1 4	20 80
50-55 56-61	Agree	15	25	10	26	10	26	17	57		
62-67 68-70	Strongly Agree	2	3	1	3	2	6	1	3		
Total		59	100	38	100	38	100	30	100	5	100

TABLE 7

MEANS, STANDARD DEVIATIONS AND ANALYSIS OF VARIANCE OF TEACHERS ATTITUDES BY TYPE OF EDUCATION AND TYPE OF TEACHER

Type of Education	Type of Teacher							
	Student Teacher			Cooperating Teacher			Row Total	
	no.	mean	SD	no.	mean	SD	no.	mean
Vocational Education	36	46.22	4.44	23	45.78	6.34	59	46.05
General Education	20	46.15	5.58	18	47.11	3.61	38	46.51
Fine Arts Education	33	47.79	5.32	5	46.20	2.17	38	47.58
Special Education	20	50.09	4.76	10	48.00	6.46	30	49.53
Health Education	3	47.33	2.89	2	45.00	2.83	5	46.40
Total	114	47.44		56	46.54		170	47.14

Source of Variation	SS	DF	MS	F	Significance of F
Between					
Type of Education	242.51	4	60.63	2.42	0.05
	10.37	1	10.37	0.41	0.52
Type of Teacher by Type of Teacher	44.23	4	11.06	0.44	0.78
Error	4009.23	160	25.06		
Total	4326.58	169	25.60		

health education perceived themselves as having inadequate to no knowledge of constructs of Public Law 94-142.

- Over three-fourths of the respondents in special education perceived themselves as having adequate knowledge.
- A significant difference in knowledge scores was found between special education and the following areas: vocational education, general education, and fine arts education.
- As separate groups, student teachers and cooperating teachers, are shown to have no significant difference in their perceived level of knowledge concerning Public Law 94-142 and its implications or mainstreaming.

Experience

- Over three-fourths of the respondents in all educational areas except special education perceived themselves as having no experience with the mandates of Public Law 94-142.
- A little over half the respondents in special education perceived themselves as having adequate experiences with the mandates of the Law.
- There was no significant difference between student teachers and cooperating teachers experience scores.
- Teachers in Special Education at the secondary level scored significantly higher in actual experience with the provisions of the law than the other four secondary education areas.

Attitudes

- Teachers (student and cooperating) are unsure of the provisions of Public Law 94-142.
- Less than two-thirds of the respondents in special education were in agreement with the Law.
- There was no significant difference in attitude scores for student teachers and cooperating teachers.
- As would be expected a significant attitudinal differences was found between special education and the other four educational areas.

IMPLICATIONS

It is difficult for a survey to assess overall knowledge, experiences and attitudes and is certainly inappropriate for ascertaining applied skills. However, the design of the study was to determine the impact of current preservice program practices on students in secondary education entering the profession and secondary teachers' perceptions of their knowledge, attitudes and actual experiences for enhancing the student teaching practica. Findings indicate that preservice secondary education students are entering the profession with perceptions and experiences similar to those responding secondary teachers in the field. Secondary personnel who returned the survey may not be reflecting other secondary teachers' perceptions. However, it would appear that secondary teachers may need inservice education for enhancing preservice students' applied knowledge. Traditional approaches to inservice education regarding provisions and implications of Public

Law 94-142 have been directed toward teachers in special education classrooms. Regular secondary teachers may serve two or three handicapped students in a class of 25 and may not be participating actively in the procedures necessary for successful integration as outlined in the law. The problems they face and the needs they have for assistance may require new approaches to inservice specific to their setting.

Preservice education practices are now beginning to address the principles and concepts for meeting the needs of handicapped children in regular classrooms. Experiences are being provided as an integral part of undergraduate education programs. While many faculties within Colleges of Education have made sincere efforts, not all view the necessity for providing preservice secondary students with an appropriate educational base. University faculty and public school personnel will need to perceive their roles as less distinct and more complementary.